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ABSTRACT

One hundred and five recommendations for improving the school system in Florida's Broward County are presented in this report. These recommendations and the target dates for their implementation were developed by the Superintendent's Commission on Public Education, a group of 150 community leaders representing all facets of the public. This group outlined a philosophy of education, also presented in this report, and formed seven task forces to develop recommendations in the following areas: school curricular program and instruction, instructional support services, governance, personnel, facilities, finance and administrative services, and community resources. Appendices list surplus and unused school sites and describe a business management committee intended to assist and advise the school board on matters of administrative and fiscal management. (Author/PGD)

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SUPERINTENDENT'S COMMISSION ON PUBLIC EDUCATION

Plan For Excellence

A Citizens' Report And Recommendations For the Broward County School System

EA 014 601

Plan For Excellence

A Citizens' Report And Recommendations For the Broward County School System

Fort Lauderdale, Florida / May, 1981

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GENERAL INTRODUCTION

In January, 1980, Dr. William T. McFatter, the Superintendent of Schools for the School Board of Broward County, Florida (herein after referred to as the "Board"), formally requested that a small group of community leaders serve as a nucleus for a comprehensive planning effort that could provide direction to the School System over the next five years. Dr. McFatter expressed in his request his commitment to "the philosophy that the 'community' of Broward should say, to the degree that it is possible to ascertain, what the educational system of Broward should be and the directions that it should be taking."

Accepting this charge, the nucleus of Broward leaders was broadened to form a steering committee of fourteen members representative of the Broward community. The Steering Committee was designated the Superintendent's Commission on Public Education (SCOPE) and in February, 1980, began in earnest to organize the planning effort.

Having defined its general purpose as developing a comprehensive plan for improving the quality of education in Broward County, Florida, the Committee defined four major responsibilities:

1. To undertake a thorough, detailed analysis of all aspects of the School System;

2. To formalize recommendations for the improvement of the School System's educational program within the constraints of law and reasonable expectations for funding;

3. To incorporate the recommendations into a comprehensive plan for education in Broward County, Florida, which will set forth the major goals and objectives for the School System for the five-year period commencing 1981-82;

4. To establish a method for monitoring implementation for the comprehensive plan by the School System.

The Committee also drafted and adopted a philosophy of education which provided a context for the analysis of the System and the development of recommendations.

To carry out its responsibilities, the Steering Committee adopted an organizational pattern for SCOPE which established seven Task Forces to investigate the areas of School Curricular Program and Instruction, Instructional Support Services, Governance, Personnel, Facilities, Finance and Administrative Services, and Community Resources.

The next major endeavor was to enlist the support of outstanding leaders within the Broward community to serve as chairpersons and members of the Task Forces. During the spring of 1980, a major recruiting effort was ongoing, and SCOPE grew in its membership from a core of 14 to nearly 150. The membership included representation from all vested interest groups in the community: major businesses, community agencies, civic groups, parents, and other lay citizens. Every effort was made to insure a balance on the Task Forces in terms of age, race, sex, background, geography, and expertise.

Once the Task Forces were established, they began their work during the summer of 1980. The late summer and early fall were spent primarily in orientation meetings with general background information being provided by School System staff. As time progressed, many other sources of input were also obtained from other educators, community leaders, legislators, and special consultants as well as from materials obtained from other school districts. Task Force members had the opportunity to attend valuable seminars sponsored by the Florida State Department of Education through its Academy for School Leaders. They also had the opportunity to attend a special workshop for SCOPE on educational planning. In one instance, a visitation to the Denver School District provided additional valuable information to the SCOPE project.

All of the sources of information available to the seven Task Forces provided the stimulation for discussion and study by the members and led to the gradual formation of a series of recommendations. Treatment of the specific cost implications was considered by the Task Forces and the Steering Committee with the decision that determination of priorities and corresponding costs would be most appropriately made by the Superintendent and his staff. In general, implementation of the recommmendations should result in increased cost efficiency.

The following pages of this report set forth the philosophy of education and major recommendations of SCOPE. The recommendations are organized by the topic area to which they most closely relate rather than by the Task Force from which they originated. Target dates for their implementation are indicated. The entire Commission endorses the recommendations with confidence that collectively they will contribute significantly to the improvement of public education in Broward County.

PHILOSOPHY OF EDUCATION

America's free society will continue so long as her people understand and support it. Public education has the primary task of providing the essential skills necessary for functioning responsibly in a democratic society: reading, writing, computing, and evaluating. Entrusted by the public to transmit culture, to equip youth to earn a living, and to be prepared for further learning throughout life, the public school system must organize and provide necessary funding, personnel, facilities, and curricular programs to accomplish these aims. Central to the role of public education is the worth and development of the individual human being whose welfare is foremost in the education process.

It is the responsibility of the public education system to offer and to adapt to all youth education programs, activities, and services that will best mesh with their abilities and needs in order to assist them in being productive and responsible citizens in society. Therefore, it is essential that the public education program be comprehensive. When the student develops commensurate with his or her abilities and community needs, the public education system has served the best interests of a free society. When thus served, the free society can remain vital and viable so as to meet the needs of a democratic, free association of men and women.

OBJECTIVES OF EDUCATION

Consistent with this philosophy, the public education system should seek to motivate students to aspire to their highest capabilities and should seek to achieve the following objectives:

1. Prepare students through elementary school in basic skills, citizenship, and understanding of the place that skills and jobs play in a free society;

2. Enable students in middle school to explore the full range of career possibilities;

3. Prepare students who so desire through appropriate theoretical and laboratory training to enter vocational and career positions in businesses, industries, and paraprofessions;

4. Prepare students who so desire to enter institutions of higher learning in the fields for which they have the capability and background training;

5. Prepare students through a broad range of curricular, cocurricular, and extra-curricular activities to be well adjusted individuals in both personal and public roles;

6. Prepare students to make evaluative judgments;

7. Serve Broward County with training experiences and activities to meet both the needs of the students and the best interests of the citizens through entertainment and cultural and artistic interests sponsored as parts of the public education comprehensive curriculum and activities;

8. Prepare students through appropriate educative experiences and activities to function knowledgeably and effectively in the international community.

Section I

School Curricular Program and Instruction

INTRODUCTION

Because the System's curricular program and instructional process are so complex, the task of analyzing them, assessing strengths, weaknesses, and needs, and developing appropriate recommendations is extremely difficult. The System is one of the largest in the United States. The population it serves is diverse. Business, industry, and the professions in the community are likewise diverse and changing rapidly.

The Board, recognizing the complexity of the educational program needs of a diverse student population, has taken a major step in adopting minimum basic skill standards for all students. These minimum standards should not be assumed to be the maximum ones. The Board must broaden the general educational base and assume a leadership role in advancing the instructional process. The school schedule should be broken from the traditionalist framework and revised to provide opportunities for expanded programs in areas such as vocational education that would develop salable skills. In this connection, such technological advances as computer-assisted instruction, programmed learning, television, and home computers should be seriously considered as nontraditional alternatives for delivery of instruction.

The instructional process should be vitalized and enriched in a comprehensive manner. This could be achieved by giving attention to the following:

Recognizing the individualities and differences among students;

Recognizing the need to prepare students to self-teach and to learn systematically when they no longer have a school to assist them;

Exposing all students to the free enterprise system and opportunities afforded through the world of work;

Emphasizing the interrelatedness of knowledge;

Recognizing that the ability to organize, interpret, and apply knowledge to real situations is more important than acquiring knowledge for its own sake;

Recognizing the possibility of students' ability to learn outside the classroom with people who are not teachers;

Involving students in making the decisions that affect them;

Emphasizing positive motivation rather than coercion and punishment;

Improving communication within the school and between the school and the outside public.

Because the System cannot offer every conceivable program, it must choose wisely the fundamental programs to be offered and funded, insuring equal educational opportunity and placing major emphasis on quality.

CURRICULUM AND INSTRUCTION K-12

The System's curriculum content is generally good. With some additions and strengthening of content, this curriculum can be comprehensive in terms of breadth and quality, and, with proper controls built in, a system of accountability can be established to insure consistent delivery of the educational program to all students.

☐ **RECOMMENDATION NO. 1: The monitoring of basic skills through the pupil progression plan provides an excellent starting point for accountability, but educational objectives should not be limited to this. The addition of science and social studies is necessary; art, music, and physical education should be integral components of the educational experience for elementary students with system-wide, required competencies. Other subjects at the secondary level should also become competency-based in order to expand the accountability concept.** *(August, 1982)*

☐ **RECOMMENDATION NO. 2: The foreign language program should be expanded significantly, including the introduction of Spanish and French at the elementary level, instruction at the middle school level to begin to prepare students to function within a biligual community, and, at the high school level, making at least two years of foreign language strongly recommended and available to all students prior to graduation.** *(August, 1982)*

☐ **RECOMMENDATION NO. 3: High priority should be placed on implementing the primary education program (PREP), including a reduction in class size in K-3 and assuring that school-based primary specialists have the competencies necessary to fulfill their intended roles.** *(August, 1982)*

☐ **RECOMMENDATION NO. 4: An affective curriculum in K-12 should be developed and implemented with a strong emphasis at the middle school level. The middle school curriculum should be more guidance oriented with emphasis on both the student and the parents in order to provide direction for the student and to develop decision-making skills, career awareness, and a general understanding of self and others.** *(August, 1982-83)*

☐ **RECOMMENDATION NO. 5: The high school curriculum should be consistent system-wide, be designed to develop student competencies related to adult goals, and set forth**

stringent course requirements to enable students to achieve such goals. *(August, 1982)*

☐ **RECOMMENDATION NO. 6: The " Executive High School Internship Program" should be developed and implemented with the cooperation of the business community.** *(September, 1981)*

☐ **RECOMMENDATION NO. 7: A strong alternative program stressing firm but flexible discipline should be supported with a goal of returning students to the regular classroom** *(August, 1982)*

☐ **RECOMMENDATION NO. 8: Health and drug education should be started at the elementary level with a strong emphasis at the middle school level.** *(September, 1981)*

☐ **RECOMMENDATION NO. 9: High school magnet programs provide curriculum opportunities of high quality and should be expanded over the next five years.** *(Continuous)*

ANTICIPATED OUTCOMES:

- Curriculum opportunities for all types of students will be expanded.
- Accountability for student competency development will be established on a consistent system-wide basis.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Vocational, Technical and Adult Education must meet the needs of the community and its labor market demands and the training needs of students and adults.

☐ **RECOMMENDATION NO. 10: State and local policies regarding the mission and role of area vocational-technical centers should be changed to place greater emphasis on serving secondary students.** *(June, 1982)*

☐ **RECOMMENDATION NO. 11: All forms of industrial and vocational cooperative education should be expanded, and a program should be adopted of two-week alternation between shop and basic education classrooms and between high schools and co-op employers.** *(August, 1981)*

☐ **RECOMMENDATION NO. 12: Expanded vocational opportunities should be offered to ninth and tenth grade students.** *(August, 1981; implemented by August, 1982)*

☐ **RECOMMENDATION NO. 13: The working relationships between the vocational and adult education supervisors and high school principals should be improved and a systematic procedure should be developed for establishing adult programs in the schools based on community needs.** *(August, 1981)*

☐ **RECOMMENDATION NO. 14: Prevocational programs in health occupations and business and office education should be offered in all middle schools and programs in fundamentals of health occupations and health service occupations offered in all high schools.** *(August, 1982)*

ANTICIPATED OUTCOMES:

- Secondary students will have increased opportunities for exploration and training that will better equip them to enter the labor market.
- The employment needs of business and industry will be better served.
- Adult education programs will better meet community needs.

Section II

Instructional Support Services

INTRODUCTION

The school curricular and instructional programs receive major support from guidance and counseling services and such learning resources as libraries. If these are to be effective, appropriate use of student services staff, availability of counseling services to students and parents, program articulation, and placement and follow-up services are crucial. Also, adequate learning resources and a complete delivery system for inservice training help teachers to implement a quality instructional program.

GUIDANCE AND COUNSELING

Guidance and counseling staff are often called upon to assist in discipline and other unrelated administrative duties which interfere with student and parent access to guidance and counseling services. Parents and students must be able to participate fully in conferencing/counseling sessions. Other important guidance activities, such as articulation and follow-up, also need emphasis.

☐ **RECOMMENDATION NO.15: Guidance and conseling services to students in K-12 should be expanded. Clerical and administrative duties should be removed from counselors, and student to counselor ratios should be reduced. Alternatives to increasing staff should be explored by developing programs which use parents, students (peer counseling), retired volunteers, and/or community resource people. A priority for expanded service should be at the middle schools.** *(Commence August, 1981; complete by 1983)*

☐ **RECOMMENDATION NO. 16: An efficient plan should be developed for the use of school psychologists, guidance counselors, and other student services personnel.** *(September, 1981)*

☐ **RECOMMENDATION NO. 17: Working hours should be more flexible for school personnel, especially guidance counselors, to encourage parents to confer with school staff during late afternoons, evenings, and/or weekends.** *(Commence August, 1981)*

☐ **RECOMMENDATION NO. 18: Articulation between elementary, middle, and high schools should be strengthened.** *(August, 1981)*

☐ **RECOMMENDATION NO. 19: The present placement and follow-up system for high school graduates should be improved so that it can have an impact on program planning and curriculum development.** *(August, 1982 with 1981 graduates.)*

ANTICIPATED OUTCOMES:

- Increased parent involvement will decrease a variety of problems.
- Unnecessary duplication and gaps in service will be eliminated.
- Students' needs for guidance and counseling services will be better met.
- Program planning and curriculum development will be better aligned with students' needs.

INSERVICE TRAINING

Inservice training opportunities must meet the System's staff development needs. The organization and structure of inservice activities and the delivery system must be improved.

☐ **RECOMMENDATION NO. 20: Inservice training of teachers and administrators should be improved and extended in many areas, especially: Pupil Progression Plan; child growth and development (including academic, physical, and emotional needs); classroom technology particularly relating to management and tracking of instruction; human resource management, curriculum methods; continuity and accountability of curriculum; classroom management; multi-cultural student needs; and peer pressure and personal stress.** *(Commence June, 1981)*

☐ **RECOMMENDATION NO. 21: Teacher Education Center (T.E.C.) membership should be representative of the elementary, middle, and high schools and post-secondary institutions.** *(Complete by August, 1982)*

☐ **RECOMMENDATION NO. 22: Two to five preschool inservice days should be provided. Alternatives to the mandated inservice days, such as instructional television and approved school-based activities, should be developed with increased input from teachers.** *(Commence August, 1982)*

☐ **RECOMMENDATION NO. 23: Assessment and evaluation of inservice needs and activities should be strengthened through the Curriculum Council/T.E.C. network.** *(August, 1981)*

☐ **RECOMMENDATION NO. 24: All inservice functions should be coordinated within one department.** *(June, 1981)*

ANTICIPATED OUTCOMES:

- Inservice quality will improve.
- Teacher participation will improve.
- A broader scope of inservice activities will be available.

LEARNING RESOURCES

Use of learning resources within the System should be expanded to focus on unmet needs and to produce overall cost effectiveness.

☐**RECOMMENDATION NO. 25: Instructional Television (ITV) should be used to improve the foreign language curriculum. Videotapes in foreign languages should be developed for use at all grade levels.** *(Commence 1981 and implement continuously)*

☐**RECOMMENDATION NO. 26: ITV programming should be expanded to provide inservice, Vocational, Technical and Adult Education, and other forms of educational programming during afternoon and evening hours. This should include using local cable TV companies to reach students and parents at home.** *(Commence 1981 and implement continuously)*

☐**RECOMMENDATION NO. 27: More time should be made available for individual students to use school libraries.** *(August, 1981)*

ANTICIPATED OUTCOMES:

- Educational programming will be available to supplement programs in all curricular areas.
- Programming in parenting, coping skills, foreign language, and many other areas could be rebroadcast via cable TV companies so that students and their parents could be reached at the same time in their homes.
- Students will be better able to use school libraries.

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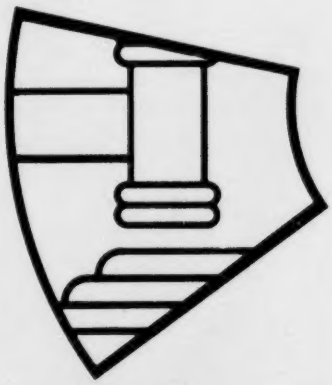


Section III

Governance

INTRODUCTION

Governance is broadly concerned with the organization, policies, procedures, and administrative structure of the System. The method of governance should provide for effective and efficient management and use of resources to accomplish the System's objectives.

RELATIONSHIP BETWEEN THE BOARD AND STAFF

Delivery of quality education within a well-disciplined setting is of highest priority. This requires strong Board/staff relationships with clearly defined roles and responsibilities and policies and procedures consistently reinforcing the quality program.

☐ **RECOMMENDATION NO. 28: The primary responsibility of the Board should be to establish policies based upon the recommendations of the Superintendent. It should further:**

A. **Adopt a long-term (5-10 year) and a short-term (1-3 year) planning strategy;**

B. **Evaluate systematically operations of the School System;**

C. **Adopt annual budgets in a timely manner;**

D. **Review the budget monthly against actual operations ;**

E. **Select a well qualified Superintendent of Schools, an auditor, and a general counsel;**

F. **Approve contracts as required by statutes and regulations.** *(Commence implementation June, 1981.)*

☐ **RECOMMENDATION NO. 29: The following administrative responsibilities should be carried out by the Superintendent of Schools:**

A. **Develop long- and short-term plans for Board review and approval;**

B. **Implement and interpret approved Board policies;**

C. **Develop job descriptions and job performance standards for all school personnel;**

D. **Develop a staff assessment program;**

E. **Develop and recommend budgets to the Board and implement them as approved;**

F. **Develop operational plans including specific goals and objectives;**

G. **Select qualified personnel and be solely responsible for hiring, firing, disciplining, and promoting;**

H. **Administer contracts between the Board and bargaining units;**

I. **Review continuously and improve the System's organizational plan;**

J. **Contract services with outside vendors where financially and functionally prudent and monitor performance under such agreements;**

K. **Use and manage System facilities and equipment in an efficient and effective manner.** *(Commence implementation June, 1981.)*

☐ **RECOMMENDATION NO. 30: An effective orientation program should be developed and subsequently should be completed by elected or appointed Board members.** *(Complete by November, 1982.)*

☐ **RECOMMENDATION NO. 31: The principal's primary responsibility should be to achieve excellence in the schools. Emphasis should be placed on: motivating students and the community; concentrating upon effective teaching activities; achieving specific goals required by the accountability system; effectively and efficiently administering the System's curriculum; monitoring teacher performance; and selecting, monitoring, improving, or dismissing staff. To emphasize the principal's role as educational leader, fixed aspects of business management and budgeting should be centralized to a greater degree.** *(June, 1981)*

☐ **RECOMMENDATION NO. 32: The "Student Conduct and Discipline Code" should be more aggressively enforced by System personnel. If necessary, and if recommended by the Board and staff, a referendum should be called for at the next general election, thereby establishing a strong, moral, ethical, community-based standard.** *(Complete by May, 1982.)*

ANTICIPATED OUTCOMES:

- The Board and staff will work more productively together.
- The focus on quality education, the educated student, and discipline will result in better student achievement.

ORGANIZATIONAL PHILOSOPHY AND STRUCTURE OF THE SCHOOL BOARD

The maximum amount of authority, responsibility, and accountability (subject to proper controls) should rest at the local school level, and the System's organization should place strong emphasis on school-based manage-

ment. In keeping with this basic organizational philosophy, the Board itself should function much as a Board of Directors, structured in a manner which will attract highly qualified individuals to run for election.

☐**RECOMMENDATION NO. 33: The System's organization chart should be revised to correspond on a functional basis to a management structure emphasizing school-based management. A qualified, experienced consulting firm should be retained to assure an objective, professional approach to the revision process.** *(July 1, 1981)*

☐**RECOMMENDATION NO. 34: State law should be changed to permit the filing by Board members of short form financial disclosure.** *(October, 1981)*

☐**RECOMMENDATION NO. 35: The Board should concentrate on policy matters and not operational matters. The Superintendent should be held more accountable for management of the System.** *(Commence July, 1981)*

ANTICIPATED OUTCOMES:

- Management of the System will improve at a cost savings.
- Public support for education in Broward County will increase.
- Meaningful involvement of parents and students in educational decision-making will increase.

MANAGEMENT/EMPLOYEE RELATIONS

In order to administer the System effectively, a stronger relationship between the administration and the teacher bargaining unit must be developed. This relationship must be based upon mutual respect, dedication, cooperation, and desire to produce an educated student; it will improve productivity, flexibility, innovation, and creativity by all parties.

☐**RECOMMENDATION NO. 36: The contract between the Board and the teacher bargaining unit should cover a minimum of three years.** *(When next contract is negotiated)*

☐**RECOMMENDATION NO. 37: Under the contract the principal and teacher should be permitted to adjust class size by plus or minus 10 percent for the teacher's total student load per day** *(Expiration of current contract)*

☐**RECOMMENDATION NO. 38: A pilot program for teacher incentives should be undertaken during the next twenty-four months, including financial incentives for teachers whose students meet or exceed educational expectations and incentives for teachers who work in schools with special problems.** *(August, 1982)*

ANTICIPATED OUTCOMES:

- Management/employee relations will improve.
- The administration of the contract will become easier.
- Fewer grievances will result from contract violations.
- Teacher performance will improve.

RELATIONSHIP BETWEEN THE SCHOOL BOARD AND OTHER GOVERNMENTAL UNITS

Regulatory, constitutional, and statutory provisions affect the Board's ability to carry out its function. Broward County is not receiving its appropriate share of educational funds.

☐**RECOMMENDATION NO. 39: A review committee should be created by the Board to identify regulatory, constitutional, and statutory provisions which unnecessarily restrict the authority and ability of the local Board to carry out its functions. Where such restrictions are identified, the committee should develop a plan to eliminate or minimize such restrictions within three years.** *(June, 1981, for recommendations to 1982 Legislature)*

☐**RECOMMENDATION NO. 40: A "fair share" of Federal and State funding should be determined by the Superintendent, and a plan should be developed to accomplish that goal within three years. Special funding for energy conservation and additional inservice training should be aggressively pursued.**

A well-managed continuing lobbying effort in Tallahassee and Washington, D. C. should be initiated, including concentrated effort by the Board and staff to work with the local legislative delegation and congressional leaders.

Legislative action to continue the two-mill local option should be pursued. *(Commence June, 1981, for implementation 1982 Legislature)*

☐**RECOMMENDATION NO. 41: A plan should be developed by the Board for greater cooperation with other local governmental agencies. Local fire departments should be authorized to make unannounced fire inspections, and the County Health Department should be authorized to inspect all school premises on a regular basis.** *(June, 1981)*

ANTICIPATED OUTCOMES:

- Broward County will participate more fully in State and Federal funding programs.
- Broward County will have a greater impact on the legislative and regulatory decisions make at state and national levels.
- Intergovernmental cooperation will improve.

Section IV

Personnel

INTRODUCTION

Competent personnel are essential to the System's success. Personnel policies and procedures should be improved to recruit, employ, develop, and retain a highly qualified staff.

CAREER DEVELOPMENT

The present program of career development should be expanded to meet the needs of System personnel, providing for more training in management, supervision, and evaluation of personnel and establishing programs for professional advancement.

☐ **RECOMMENDATION NO. 42: A survey of management personnel should be conductd to identify their training and development needs.** *(June, 1981)*

☐ **RECOMMENDATION NO. 43: Administrative and supervisory training should be structured to include orientation and staff development for administrators in management techniques, organizational planning and budgeting, interpersonal relations, curriculum content, evaluation procedures, human resource management, and teacher competency development.** *(Commence June, 1981)*

☐ **RECOMMENDATION NO. 44: Career ladders for employees should be formalized in a progression chart showing "normal" patterns for advancement. Guidelines/ summaries of qualifications and/or training necessary to progress along the various career paths should be made available to all employees.** *(Implement July, 1982)*

☐ **RECOMMENDATION NO. 45: A mentor program should be adopted to provide employees an opportunity to work with experienced, senior teachers or administrators for guidance and counseling in career development.** *(June, 1981)*

☐ **RECOMMENDATION NO. 46: An assessment center should be established for selecting employees to fill key management positions.** *(January, 1982)*

☐ **RECOMMENDATION NO. 47: A "Staff Development Academy" should be established to achieve professional excellence.** *(Commence June, 1981; complete January, 1982)*

ANTICIPATED OUTCOMES:

- New employees will be better informed of policies and procedures.
- Effectiveness and efficiency of managers in employment and evaluation of personnel, employee relations, and planning and budgeting will be increased.
- All personnel will have more incentives and be better equipped for advancement.

RECRUITMENT, APPOINTMENT, AND REAPPOINTMENT OF PERSONNEL

Effective recruitment of personnel is dependent upon timeliness of State appropriations, State and local curriculum decisions, and local school enrollment projections.

Current procedures for appointment and reappointment of annual contract personnel are affecting teacher morale. Each year a large number of annual contract teachers receive termination letters which make them eligible for unemployment compensation during the summer months. Many do not know whether they will be re-employed until the summer months.

☐ **RECOMMENDATION NO. 48: Policy decisions which affect recruitment should be made at least one year in advance of implementation.** *(Complete by March, 1982; annually thereafter)*

☐ **RECOMMENDATION NO. 49: The Personnel Department should be authorized to recruit a pool of teachers to meet 90 percent of the System's needs in all teaching fields. Instructional planning should be timely to permit determining school needs for annual contract teachers no later than April 1 of each year.** *(April, 1982)*

☐ **RECOMMENDATION NO. 50: Custodial applicants, prior to their employment, should be screened by System personnel. The applicants then should be trained by System personnel and required to pass a test of general maintenance skills and knowledge.** *(July, 1981)*

☐ **RECOMMENDATION NO. 51: Job descriptions and standards for on-site security personnel should be developed by the Department of Internal Affairs which would also screen, train, and assist in monitoring their performance.** *(July, 1981)*

ANTICIPATED OUTCOMES:

- Recuitment and appointment of qualified personnel will be more closely aligned with needs and carried out in a more timely and effective manner. The System should benefit by obtaining and retaining more highly qualified staff.

EVALUATION PROCESS

The evaluation form for instructional personnel should contain more precise and objective criteria. An effective evaluation program would assure a firm basis on which to grant tenure or recommend dismissal.

☐**RECOMMENDATION NO. 52: Evaluation of all personnel should be structured to measure performance in relation to objective standards. Follow-up on poor performance evaluations should be expedited to insure a high level of professionalism among all personnel.** *(July, 1982)*

☐**RECOMMENDATION NO. 53: Legislative action to provide for re-examination of tenure on a seven-year cycle should be pursued.** *(October, 1981)*

ANTICIPATED OUTCOMES:

- A personnel evaluation program that focuses upon specific standards and provides for follow-up assistance will result in improved performance and a better student product.

SICK LEAVE, PERSONAL DAYS, AND LEAVE OF ABSENCE POLICIES

Policies relating to sick leave, personal days, and leaves of absence should contribute to the effective management of the System and assure uninterrupted operations.

☐**RECOMMENDATION NO. 54: Prior approval should be required for personal days and leaves for extended absences of thirty (30) or more consecutive work days. Incentives should be provided for teachers not to use sick and personal days. Policies and practices regarding teachers' annual leave should require them to sign or reject their contracts for the coming year by March 1.** *(Contract negotiations)*

ANTICIPATED OUTCOMES:

- More effective performance and more efficient deployment of personnel will result.

TERMINATION AND EXIT INTERVIEWS

An effective personnel program should include a procedure for determining why personnel are leaving the system. Information currently contained in termination letters is not sufficient to identify the reasons. The exit interview is an excellent tool for evaluating the performance of principals, supervisors, and managers.

☐**RECOMMENDATION: NO. 55: Standardized exit interviews should be conducted for all employees.** *(June, 1981)*

ANTICIPATED OUTCOMES:

- Turnover can be reduced if the results of exit interviews are reported regularly to appropriate management personnel.
- The performance of principals, supervisors, and managers can be more effectively evaluated.

STAFFING

Efficient operation of the System depends on adequate staffing for all necessary functions.

☐**RECOMMENDATION NO. 56: Adequacy of current staffing in the following areas should be studied:**

A. **Administration and supervision of the Adult and Community Education program;**

B. **Supervision of the Vocational-Technical Education areas of health occupations and home economics;**

C. **Clerical assistance for elementary school libraries;**

D. **Repair services for audio-visual equipment;**

E. **Professional media development services for the centralized media production center;**

F. **School level coordination of curriculum K-12;**

G. **School level coordination and supervision of Vocational-Technical curriculum 9-12;**

H. **Professional coordination for the sale of all vacant property designated by the System including the buildings currently being used for administrative purposes;**

I. **Management of the System's energy program to provide cost efficient procedures for handling the use of electrical power;**

J. **Coordination of preventive programs in substance abuse;**

K. **Supervision of traffic safety;**

L. **Coordination of lobbying efforts;**

M. **Technical assistance in development of productivity and job standards in all appropriate noninstructional areas;**

N. **School level custodial services commensurate with the size, shape, and condition of the facilities;**

O. **Custodial services to provide County-level back-up for the regular maintenance program.** *(Commence June, 1981; complete June, 1984)*

ANTICIPATED OUTCOMES:

- The staffing of the System will be adequate for its efficient operation.

Section V

Facilities

INTRODUCTION

Adequate facilities are essential if the System is to provide a quality program of education. A carefully orchestrated plan for facility funding, design, construction, utilization, and maintenance is necessary if the continuing needs of the System are to be met. The plan must take into consideration such factors as demography, energy consumption, disposition of surplus properties, changing uses of facilities, and design problems related to the handicapped.

CORE CONCEPT

The System's developmental requirements dictate versatile educational facilities that can be enlarged or reduced, but not outdated, that will serve the community during and after the students' occupancy, and that will meet needed energy conserving measures.

Neighborhoods in Broward County are often in a state of flux with the number of school-age children gaining when the neighborhood is new and then declining as it matures.

Standard size schools require such high initial capital costs and operating costs that the Board has traditionally waited for the student population in the developing neighborhoods to reach the school capacity before building new schools and thereby relieving overcapacity in adjoining schools.

☐**RECOMMENDATION NO. 57: A "core" concept of school construction should be adopted whereby the administration and support service sections of a school can be built first as the school's "core" (for example, offices, bathrooms, cafetorium, and P.E. and custodial space). Well-designed modular classroom structures should then be built and arranged for optimal energy conservation. These classrooms should appear permanent yet be able to be moved as needed. The "core" should be put to other uses once it has been declared surplus by the Board.** *(Commence immediately, continuous thereafter)*

☐**RECOMMENDATION NO. 58: The school should be designed to insure that areas which can be used by the community are planned to accommodate a variety of uses without disruption of school activities.**

The community school/human resources concept of joint facility use by governmental agencies should be aggressively pursued. *Commence immediately, and continuous thereafter)*

ANTICIPATED OUTCOMES:

- The "core" concept provides an extremely cost-efficient structure in terms of energy conservation and the ability to transfer classrooms. When a "core" facility is ultimately turned over to the community, the public's full investment will be realized.

LEASE/PURCHASE FUNDING

The Legislature has recently eliminated key obstacles to the build/lease arrangement between Boards and private institutions. This method of financing and building new school facilities would allow schools to be built at the time of initial need before State construction funds are available.

Building costs are currently increasing 15 percent a year. If financing costs, tax-free or otherwise, are less than this amount, build/lease arrangements would represent a cost savings in providing new facilities.

Because of the unique land use relationships that schools (particularly elementary schools) have with the residential areas they serve, it is not realistic to expect a sponsor or a build/lease school to be able to convert the building to an economical alternate use if the Board decides to withdraw its school operation. Therefore, the build/lease agreement should provide a student occupancy threshold at which the Board agrees to buy the school.

☐**RECOMMENDATION NO. 59: Build/lease arrangements for building schools should be actively pursued by the Board in order to avoid overcrowding in fast growing west Broward. These arrangements must be mutually beneficial. They must represent a savings to the System by the avoidance of inflated construction and transportation costs. A required purchase threshold based on student attendance must be part of the agreement.** *(Commence immediately)*

ANTICIPATED OUTCOMES:

- Overcrowding and double sessions in fast growing areas of Broward County will be avoided.

UNCONVENTIONAL FUNDING OPPORTUNITIES

The Legislature occasionally approves unconventional avenues for new school financing. The Board should be in a position to take advantage of all funding opportunities.

☐**RECOMMENDATION NO. 60: A priority list of new facilities and renovation of older facilities should be established. Plans for the higher priority projects should be ready for bidding in order to take full advantage of unconventional funding opportunities.**

ANTICIPATED OUTCOMES:

- The System will have the ability to take full advantage of unconventional funding opportunities.

ADMINISTRATIVE COMPLEX

Housing for the central administration should effectively contribute to coordination and administration of a quality program of education in Broward County. On completion of current school construction projects, the System will have sufficient classrooms to house all students without double sessions. It is, therefore, appropriate to consider the need for a central administration facility.

☐**RECOMMENDATION NO. 61: Design and construction of an adequate facility to house the central administrative functions of the System should be authorized immediately by the Board.** *(Commence March, 1981; for completion by August, 1983)*

ANTICIPATED OUTCOMES:

- The System will operate with higher quality and more efficient management.

OTHER FACILITY NEEDS

Adequate facilities and equipment are critical to quality programs in the specialized vocational training areas. In addition, careful consideration of the use of all available classroom space is of utmost importance for all instructional programs.

☐**RECOMMENDATION NO. 62: The following facility needs should be promptly addressed:**

A. **Accelerated completion of construction and program expansion at Sheridan and Atlantic Vocational Centers;**

B. **Acquisition of equipment for the machining trades program through the Defense Industrial Reserves Equipment Program;**

C. **Addition of facilities in agribusiness education at Cooper City, Hollywood Hills, Nova, Piper, Pompano Beach, South Plantation, and Stranahan High Schools;**

D. **Early completion of the Central Area Vocational Center.**

The Department of Education should be urged by the Board to change its policy to permit the use of Federal vocational funds for the building of area vocational-technical centers or otherwise assist in the provision of capital outlay funds.

The proposed vocational-technical training program in television production should be incorporated into the existing ITV operation.

Principals should be required annually to justify their needs for portable classroom facilities. *(Complete August, 1983)*

ANTICIPATED OUTCOMES:

- Facilities will be available to meet student instructional needs.

SURPLUS PROPERTIES

The System currently has a great number of vacant sites throughout the county that because of size or location will not be used as a school site. Many of these sites are currently being leased to several cities and Broward County as neighborhood parks. Also, there are many school buildings being used for administrative offices. When construction of a new administrative center is complete, many of these facilities could be utilized for other purposes or declared surplus.

☐**RECOMMENDATION NO. 63: Facilities listed in Appendix A should be declared surplus and appraised within the coming budget year.** *(Commence immediately)*

☐**RECOMMENDATION NO. 64: All surplus sites listed in Appendix A which are being used as local parks should be sold at market value to cities or Broward County. Park impact fees or any other source of funds available to local governments could be used to purchase the sites from the System.**

Money from the sale of surplus properties should be earmarked in the capital improvement fund for such items as energy-saving devices, new schools, and bus facilities. Any properties to be sold other than to the cities or Broward County should first be changed to a more reasonable use in order to bring the highest value for the property. For sites being held in reserve for future schools, the land use plan should be amended to include underlying use. *(Commence immediately)*

ANTICIPATED OUTCOMES:

- The System can realize additional money from the sale of surplus facilities which can then be used for other worthwhile purposes.

- Property currently being used for parks can be conveyed to those local governmental entities that need those facilities and the underlying liabilities (even though attempted to be covered under the lease agreement) can be eliminated.

ENERGY CONSERVATION

A proposed utility budget of 14 million dollars requires direct management. Of that, 8 million dollars is estimated for electricity. There is evidence of energy waste.

☐**RECOMMENDATION NO. 65: As many energy-saving features and designs as possible should be incorporated in facilities to be constructed, and the use of paddle fans and solar water heaters and/or retrofit of same should be started in new schools currently under construction.** ***(Commence immediately)***

☐**RECOMMENDATION NO. 66: A Utilities Department should be established to monitor and control utility costs.** ***(September, 1981)***

☐**RECOMMENDATION NO. 67: Principals should be required to follow the Broward energy conservation program.** ***(Immediately)***

ANTICIPATED OUTCOMES:

- System energy costs will be reduced.
- A more closely monitored utilities budget will result in more efficient energy use.

MAINTENANCE

Uniform custodial and maintenance standards and procedures are needed. Cooperation, communication, and consistency in all four areas of the System must be required.

☐**RECOMMENDATION NO. 68: All facilities in the System should be inspected on a systematic basis to insure that they meet fire and safety standards.** ***(Commence June, 1981; complete by September, 1981)***

☐**RECOMMENDATION NO. 69: Procedures for monitoring maintenance of school facilities should be enforced and an improved schedule developed for maintenance of school grounds.** ***(Complete January, 1982)***

ANTICIPATED OUTCOMES:

- Higher standards can be met with uniformity in inspection and training.

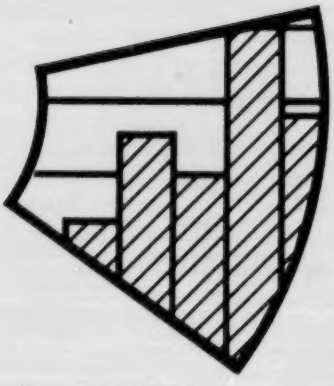
SECURITY

Security personnel should be on site twenty-four hours a day in order to reduce vandalism, theft, and arson.

☐**RECOMMENDATION NO. 70: The on-site trailer program should be expanded to assure twenty-four hour surveillance of schools.** ***(Commence immediately; complete June, 1983)***

ANTICIPATED OUTCOMES:

- Vandalism, theft, and arson will be reduced.



Section VI

Finance and Administrative Services

INTRODUCTION

The Business Division of the System is one of Broward County's most complex industries. Efficient management of resources using sound business practices is imperative in all areas of finance and administrative services. This includes effective operation of accounting, finance and budgeting, computer services, insurance, internal services, food services, and transportation.

ACCOUNTING, FINANCE, BUDGETING

The magnitude and complexity of duties falling within the Accounting, Finance, and Budgeting Departments are so great that a detailed analysis and performance review of the finance,accounting, and budgeting functions should be ongoing. The Board should view finance, accounting, and budgeting as quite separate and distinct from instructional functions on all matters relating to personnel, salaries, and management techniques.

☐**RECOMMENDATION NO. 71: A permanent business management committee of private business people should be appointed by the Board to assist the Board in financial and administrative matters in noninstructional areas. Appendix B explains the purpose, membership selection process, term of service, scope of activities, and duties for this committee.** *(July, 1981)*

☐**RECOMMENDATION NO. 72: Personnel policies should be revised to reflect the following business practices:**

- **A. Within policies established by the Board, noninstructional management should have the authority to compensate, terminate, or promote on the basis of contribution and productivity rather than job tenure.**
- **B. Grievance procedures for noninstructional employees should not involve the Board. The Superintendent or Associate Superintendent for Business should have final authority in such grievance procedures.**
- **C. Work measurement standards should be developed and used in noninstructional areas to evaluate employee performance and should be one of the primary bases for determining salary increases, promotions, demotions, transfers, and terminations.**
- **D. The existing requirement that all job openings are made available to non-employees should be eliminated. It slows down the selection process, creates uncertainty on the part of qualified employees looking toward career goals, and hampers planning.** *(July, 1982)*

☐**RECOMMENDATION NO. 73: The budget preparation process should be simplified and regular monitoring of the results improved. The Board should focus on policy and concepts rather than on operational details. Changes in the approved budget (other than designated specific transfers) should require Board approval.** *(October, 1981)*

Specific budget transfers should be restricted as follows:

- **A. Transfers may not be made from one "broad object" to another. A "broad object" is one of the three following categories:**

  Capital items
  Payroll
  Expense

- **B. Transfers within a "broad object" should require approvals depending on the dollar amount involved as follows:**

PARAMETERS	LEVEL
Under $1,000	Director, Budgets
$1,000 - $5,000	Director, Finance
$5,000 - $10,000	Associate Superintendent, Business
$10,000 - $25,000	Superintendent
Over $25,000	School Board

- **C. The Board should establish a system of grants of authority whereby all expenditures of budgeted sums over $100 would require the prior approval of a designated superior.**

☐**RECOMMENDATION NO. 74: An approved list of investment houses should be developed and used for investment transactions. A list of at least six approved houses will provide competition.** *(Immediately)*

ANTICIPATED OUTCOMES:

- The accounting, finance, and budgeting functions of the System will improve through better management practices.

COMPUTER SERVICES

The Board has not given adequate funding to Data Management, and, as a result, the department has suffered from inadequate equipment, substandard software, poor facilities, and non-competitive wage scales.

In March of 1979, a long-range plan to solve these problems was approved by the Board. The long-range plan is sound and should be implemented on an urgent basis. Data Management has fallen behind in meeting the increasing needs of the user community adversely affecting user confidence and appropriate user participation.

☐**RECOMMENDATION NO. 75: New methods for improving communications between the user community and the Data Management Department should be developed and implemented.** *(September, 1981)*

☐**RECOMMENDATION NO. 76: Long- and short-range plans for Data Management, as adopted by the Director and the Data Processing Steering Committee in March, 1979, should be supported and implemented on an urgent basis.** *(January, 1982)*

☐**RECOMMENDATION NO. 77: An uninterruptible power support system for the central computer complex should be immediately acquired in order to eliminate disruptions due to power outages.** *(January, 1982)*

☐**RECOMMENDATION NO. 78: Current systems and operations should be developed to a completely functional level before developing and implementing new programs and systems. Until the department is completely functional, data processing consulting and service organizations should be utilized to implement programs and improvements called for in the March, 1979, plan.** *(Complete by January, 1982; implement critical items by September, 1981)*

☐**RECOMMENDATION NO. 79: Priorities should be established for Vocational, Technical and Adult Education and Inservice Education data processing needs.** *(Immediately)*

☐**RECOMMENDATION NO. 80: Salary scales for Data Management personnel should be competitive with salaries in the community to improve the quality of services being provided by the department and to decrease the turnover rate which is unacceptable.** *(July, 1981)*

ANTICIPATED OUTCOMES:

- Overall operating costs for computer services will be reduced in the long run.
- The computer center will be more efficient in meeting the needs of the users.

INSURANCE

The present method for purchasing insurance coverage is a competitive bidding system which results in excessive premiums.

☐**RECOMMENDATION NO. 81: Three or four top agents in the county should be identified by the Risk Manager and requested to approach separate underwriters for coverage on a three-year contract with a three-year renewal. This should enable the Risk Manager to get strong, reliable, competitive quotes from underwriters.** *(Immediately)*

☐**RECOMMENDATION NO. 82: The feasibility of withdrawing Board employees from the social security system and providing them with other retirement benefits should be studied.** *(October, 1981)*

☐**RECOMMENDATION NO. 83: A professional insurance consultant should be engaged at least every 5-6 years to study the adequacy of various coverages and recommend innovative approaches to insurance.** *(Commence January, 1982, and every five years thereafter)*

ANTICIPATED OUTCOMES:

- The cost of purchasing insurance will be reduced.

INTERNAL SERVICES

Inadequate space and outdated equipment create unreasonable time delays and costs for filling printing requisitions. Inventory and purchasing procedures are also a problem especially in the areas of control and processing.

☐**RECOMMENDATION NO. 84: A time/cost study of in-house vs. outside printing services should be conducted.** *(October, 1981)*

☐**RECOMMENDATION NO. 85: Centralization, standardization, and better computer inventory control should be implemented. This should include placing material inventory control under the Director of Internal Services with authority to establish consistent procedures. In the curriculum area, more control over the purchasing of instructional materials should be initiated, particularly in Board-mandated courses.** *(October, 1981)*

☐**RECOMMENDATION NO. 86: A professional purchasing consultant or similar expert advisor should be retained by the Board. A word processing system in the Purchasing Department should also be considered.** *(July, 1981)*

ANTICIPATED OUTCOMES:

- Savings and increased efficiency of Internal Services would be significant.

FOOD SERVICES

Parents and students need to be convinced of the merits of Food Services. Meal costs cannot go much higher without massive shifts in student eating patterns and the possible complete revamping of the program.

☐**RECOMMENDATION NO. 87: A long-range analysis of the school food service program should be made to include in-house verus contracted services and the time needed for lunch periods.** *(January, 1982)*

ANTICIPATED OUTCOMES:

- Participation in the school lunch program will increase.

TRANSPORTATION

Transportation will require an increasingly larger proportion of the System's resources.

Each school bus presently services 3.7 schools during the normal day. Because of the advanced age of the present fleet and the amount of time it is in service daily, breakdowns are averaging 17 per day, too high for efficient service. All vehicles are gasoline-powered. Management presently is working toward standardization of equipment, diesel-powered replacement units, and the increased use of private agencies for some transportation needs.

☐**RECOMMENDATION NO. 88: Management efforts to analyze and deal with transportation problems, particularly in the Vocational and Exceptional Education areas, should be supported. Adequate funding should be provided for a good repair and maintenance program.** *(September, 1981)*

☐**RECOMMENDATION NO. 89: Funding for new equipment should continue to be a budget line item. Over one third of the bus fleet is over 10 years old, and replacement during the next few years will be significant. As a separate line item, costs can be better identified and not distort regular maintenance and other related transportation costs. All identifiable alternatives, including those of leasing or contracting transportation services, should be examined in relation to cost-effectiveness and availability of capital versus operating funds.** *(Immediately)*

ANTICIPATED OUTCOMES:

- Transportation services will become more efficient.

Section VII

Community Resources

INTRODUCTION

The resources of the Broward community are many and varied. Bringing the available human services, including education, into a coordinated delivery system is an ongoing goal. Effective utilization of community resources for educational and supportive services and effective utilization of the System's resources by the community are key issues which contribute to reaching this goal.

INTERAGENCY COORDINATION AND COOPERATION

In an attempt to meet the many needs of students, the System must interface and coordinate with other major human services in the community. Limited resources and the demand for greater efficiency in the use of the tax dollar dictate more effective cooperation among public and private entities serving the public.

Without this vital cooperation, specific service delivery systems will not meet mandated goals set by the community. A partnership arrangement is, therefore, required.

☐**RECOMMENDATION NO. 90: Liaison with governmental and private agencies should be established to identify students' special needs. Necessary human services supports and the full range of ethnic group community resources should be used to meet identified needs.** *(September, 1981)*

☐**RECOMMENDATION NO. 91: An aggressive program should be pursued by the System through its School Health Advisory Committee to involve private health professionals, pressure the Department of Health and Rehabilitative Services into implementing the School Health Services Act, and enlist volunteer help for training and counseling.** *(June, 1982)*

☐**RECOMMENDATION NO. 92: A formal communications network should be established between the System and the community. All annual reports and plans should reflect the extent to which community resources have been used.**
The formal network should include cooperative written agreements with community agencies and organizations that provide services.

The Board should secure a sign-off statement from a representative agency such as the Community Service Council prior to funding any special project or approving grant applications involving social or human services. *(June, 1982)*

☐**RECOMMENDATION NO. 93: Community organizations and agencies should be surveyed to determine awareness and use of System services and resources as well as needs for future use. A directory of System resources and services should be developed and distributed to community representatives. Likewise, with cooperation from the Community Service Council, an inventory of community resources should be compiled and distributed to System personnel through inservice** *(September, 1981)*

☐**RECOMMENDATION NO. 94: The continuation of such County-funded programs as Juvenile Restitution, which strengthen the efforts of the Board in handling problems of juvenile delinquents, should be supported.** *(September, 1981)*

☐**RECOMMENDATION NO. 95: Communication regarding the System's policies should be improved between the Department of Internal Affairs and local police departments.** *(Immediately)*

☐**RECOMMENDATION NO. 96: A more effective communication and public relations program with the business and industrial community, particularly small employers, should be developed. The position of Public Information Officer reporting directly to the Superintendent should be strongly supported and be responsible for coordinating a public relations program to include:**

A. **Dissemination of news;**

B. **Coordination of publicity for special events;**

C. **Development of programs to encourage community participation and awareness;**

D. **Liaison between the media and the Superintendent and other System administrators;**

E. **Cooperation with existing community support groups and trade associations.** *(Immediately)*

ANTICIPATED OUTCOMES:

- The needs of students from all backgrounds will be better met.
- Duplication of services will be minimized.
- Services will be better coordinated, and cooperation among agencies will be enhanced.

COORDINATION WITH COMMUNITY COLLEGES AND AREA UNIVERSITIES

The Teacher Education Center Act is designed to encourage collaboration between colleges/universities and school systems, to ensure appropriate involvment and participation of System personnel, and to establish procedures for the joint use of resources available for preservice and inservice teachers, and all other System personnel.

The System through inservice training and the Teacher Education Center is presently participating in such programs with Florida Atlantic University, Florida International University, Florida State University, Florida Agricultural and Mechanical University, and the University of Florida.

Broward Community College is currently a charter member of the Southeast Florida Education Consortium as are Florida Atlantic University, Florida International University, Miami-Dade Community College, Nova University, and the University of Miami. These activities are designed to provide comprehensive, complementary, and cost-effective programs and services.

The Broward County Coordinating Council, composed of the Superintendent of Schools, the president of Broward Community College, and their designees attempts to prevent duplication of secondary and postsecondary vocational, general adult, and Community Instructional Services programs through cooperative planning.

☐**RECOMMENDATION NO. 97: Coordination and communication between Inservice/Teacher Education Center (T.E.C.) and the community college and participating universities should be improved.** *(Immediately)*

☐**RECOMMENDATION NO. 98: The lead role should be taken by the Board in establishing linkage between the Broward County Coordinating Council and diverse community agencies and industries.** *(Immediately)*

☐**RECOMMENDATION NO. 99: The Broward County Coordinating Council should be urged by the Board to establish a two-year associate degree in pre-industrial arts at Broward Community College.** *(Immediately for implementation by September, 1981)*

ANTICIPATED OUTCOMES:

- More extensive accommodation of the System's personnel staff development needs and more efficient and expeditious delivery of services will result.
- Expanded participation by related agencies or industries will increase the Council's visibility and produce community awareness of its efforts.

COORDINATION WITH PRIVATE SCHOOLS, NURSERY SCHOOLS, AND DAY CARE CENTERS

It is during the early childhood years that a foundation is laid upon which all subsequent learning is built. These are the years in which children learn to relate to their environment, to communicate with others, and to move through the world independently. There are many social, economic, emotional, and physical forces that act as barriers to optimal development. If left unattended, these forces can impede future learning abilities. Identification, intervention, and correction are needed for all children during these formative years.

☐**RECOMMENDATION NO. 100: Adequate and prior notice of the System's Primary Education Program (PREP) and Child Find preschool screening programs should be provided to all nonpublic schools and day care centers.** *(Immediately)*

ANTICIPATED OUTCOMES:

- Increased access to these services will be afforded all target population children,and the opportunity for problem identification, intervention, and correction will be expanded.

ADVISORY COMMITTEES

Many advisory committees exist to obtain citizen input regarding special and general purpose needs of the System. There is a lack of continuity in the flow of information between the citizen representatives and the Board.

Citizen input is vital to the development and refinement of needed educational services. Appropriate representation of all users and providers of services must be reflected in each advisory committee.

☐**RECOMMENDATION NO. 101: Guidelines to insure broad representation of the community on advisory committees should be adopted by the Board.** *(August, 1981)*

☐**RECOMMENDATION NO. 102: Boards of concerned parents and students should be adopted and supported by the School Board.**

A. **A "Student Board of Education" made up of one representative from each high school should be created. This board, through its elected officers, should report to the School Board monthly.**

B. **A "Board Of Involved Parents And Community" should be supported. This board, broadly representative of the community, should consist of one representative from each school by level and, through its elected officers, should report to the School Board monthly. In addition, the parent advisory council at each school should work closely with the principal / administrator, Area Superintendent, and the Superintendent.**

The School Board should adopt a system of feedback as to recommendations originating from the various advisory committees and boards and identify specific staff as liaisons with each group. *(Immediately)*

☐**RECOMMENDATION NO. 103: Adequate funds should be committed by the Board to provide technical staff support and operational resources to the District Advisory Committee and to provide appropriate training for each advisory committee on its role, functions, and responsibilities.** ***(July, 1981)***

ANTICIPATED OUTCOMES:

- There will be improved efficiency and effectiveness of the District Advisory Committee and all other advisory committees and boards.

COMMUNITY SCHOOLS AND COMMUNITY EDUCATION

The main mission of schools is to meet the educational needs of children, five to eighteen years of age. There is constant pressure on schools to expand services, serve all ages, and reform society's ills. Educators realize that schools cannot be all things to all people. However, school facilities can be made available to other agencies better equipped to provide social services.

The Community School concept encourages cooperation between the schools and other agencies for the delivery of social and educational services to the entire community.

☐**RECOMMENDATION NO. 104: The Community School concept should be fully implemented by the Board, taking the lead in promoting and implementing the recommendations of the 1979 Governor's Task Force On Community Schools.** ***(Commence immediately; complete July, 1982)***

☐**RECOMMENDATION NO. 105: Objective measures of program needs for community schools should be developed, funding resources pooled, and effective methods of informing the public about opportunities implemented.** ***(Immediately)***

ANTICIPATED OUTCOMES:

- The Community School concept will be fully implemented in Broward County.
- Community education programs will better meet needs and interests of citizens.

APPENDIX A
SURPLUS SITES

I. SCHOOL BOARD OWNED VACANT SITES

A. Property to be sold to highest bidder.

Site #1430 - Liberty Park Site - two 1-acre sites

Site #0780 - Melrose Park Site - 9.17 acres

Site #1140 - Pembroke Park Site - 50' x 143' lot

B. Property to be sold to cities or Broward County as parks.

Site #1120 - Deerfield Park Jr. High School Site - 15 acres
(City of Deerfield)

Site #1410 - Margate Estates - 11 acres
(City of Margate)

Site # 0990 - Wingate Road Site - 20 acres
(Broward County)

Site #1330 - Lynmar - 9.8 acres
(Broward County)

Site #1570 - Potters Park - 4 acres
(Davie)

Site #1040 - Broward Road Site - 9.7 acres
(Broward County)

Site #1751 - Miramar High Site - 20 acres
(Miramar)

Site #1560 - Washington Park - 8.5 acres
(Hollywood)

II. SCHOOL FACILITIES NOT CURRENTLY BEING UTILIZED AS SCHOOLS

Once the administrative center is underway and these sites are declared surplus, then they should be sold.

A. Eastside Elementary School

B. Westside Elementary School

C. Southside Elementary School (possibly can be sold to Fort Lauderdale)

D. Lincoln Park Elementary (currently vacant,and if it is not to be utilized by Vocational-Technical, then the sale or lease should be contemplated with HRS)

E. Reading Center (paid for with Federal money,Title I, and probably cannot be disposed of without a great deal of red tape)

F. Walker Annex (this should be conveyed to the Historical Society)

G. Pine Ridge Center

APPENDIX B
BUSINESS MANAGEMENT COMMITTEE

PURPOSE:

The general purpose of the Business Management Committee is to assist and advise the Broward County School Board and its Superintendent in matters pertaining to administrative and fiscal management of the School System.

SCOPE OF ACTIVITIES AND AUTHORITY:

The Business Management Committee is advisory in nature. Its recommendations will be provided in writing to the School Board and to the Superintendent. The Superintendent or his staff will arrange for clerical services to assist the Committee. All books, records, reports, documents, and other information, including special analyses, requested by the Committee will be promptly provided by the Superintendent or his staff.

The Business Management Committee is empowered to investigate any financial or administrative matters that are of concern to the Committee. Additionally the Committee may be requested by the School Board or the Superintendent to investigate and report on other financial or administrative matters.

DUTIES:

The Business Management Committee will meet on a regularly scheduled basis. Other meetings will be held as deemed necessary by the Chairman of the Committee or by the Chairman of subcommittees. The following broad listing of duties is not intended to be all inclusive, and other duties may be subsequently added by the School Board:

1. **Review in depth the budgets and financial reports prepared by the staff of the Associate Superintendent, Business, and prepare appropriate commentary to assist the Board in interpreting these reports.**

2. **Review and evaluate the format of financial reports and budgets and make recommendations for changes that will enhance the effectiveness of financial reporting.**

3. **Evaluate any and all activities of the Associate Superintendent, Business and any other non-instructional area; make recommendations directly to management as well as to the School Board; keep the School Board properly apprised.**

4. **Participate in the selection of independent auditing firms; determine areas to be emphasized in the external audits; review proposals by competing firms; prepare appropriate comments for the Board to consider; and assist in the development of the audit contract with the firm selected by the Board.**

5. **Review the independent accountant's annual management letter (recommendations on internal control and accounting procedures); hold timely meetings with the Associate Superintendent, Business and his staff; determine which audit findings should be corrected and the time and/or funding required; and make appropriate recommendations to the Board.**

6. **Monitor corrective action agreed to be taken on audit recommendations, and advise the Board of any deviations, the reasons therefor, and the possible consequences.**

7. **Receive, review, and act on all reports of the Director, Management Audits (Internal Auditor) in a manner similar to the report of the independent accountants. The Internal Auditor should report directly to the Business Management Committee. The Business Management Committee should give direction to the Internal Auditor and evaluate the effectiveness of the Internal Auditor's efforts.**

8. **Review policies and procedures affecting the administrative, financial, and data processing areas, and make recommendations to the Board as deemed appropriate.**

9. **Hold periodic meetings with the Director, Data Management; determine progress being made in achieving agreed upon objectives; ascertain the major Data Management problems affecting the School System; keep the School Board properly apprised; and make appropriate recommendations.**

10. **Oversee the development of an effective long-range strategic plan; track the effectiveness of achieving milestones in the long-range strategic plan; and make appropriate reports to the Board.**

11. **Form subcommittees and solicit citizen help, when necessary, for projects designed to effect corrective action and to provide systems and procedures assistance.**

SUGGESTED MEMBERSHIP, SELECTION, PROCESS, TERM OF SERVICE

Because of the tremendous opportunity to be of community service, membership on this Committee should be positioned as a significant honor. Appropriate recognition should be given to persons chosen to serve.

Because of the great time commitment that will be required, it may be difficult to attract the most qualified people. Therefore, perhaps the committee could function best if it consists primarily of up-and-coming high potential junior executives from major business firms which want to be known, partly, for their commitment to community service.

Even though a long tenure might best serve the needs of the School Board, because of the nature of the Committee and the significant time commitment required of the members, the term of service should be short -- 12 months. Half the Committee should terminate service every six months. The tenure of the Chairman should be two years with provision for some degree of overlap with his or her successor. Half of the original Committee members should serve 18 months and the other half 12 months. Members should be eligible for reappointment up to a total of three years.

Because of the diverse and voluminous subject matter to be covered, a large committee is suggested:

1 Chairman - a seasoned business person who can make effective use of the talent that will be at his disposal;

2 Accountants from leading CPA firms;

2 Representatives from leading financial institutions;

2 Consultants from leading management consulting firms (including management consulting divisions of CPA firms);

2 Lawyers from leading law firms;

2 Industrial engineers (preferably with experience in work measurement that would be applicable to the School System);

2 Internal auditors (from major firms);

2 Data processing professionals;

2 At-large members.

17 Total members

The "pairing" arrangement would allow for one new person from each profession to come onto the Committee each six months, leaving one person from the profession on the Committee with six months experience. A selection committee appointed by the School Board could select the initial Committee. A permanent selection process could then be developed.